Rock Valley College

Federal Compliance Report | 2014

Federal Compliance Filing by Institutions

Effective September 1, 2013 – August 31, 2014

This document outlines the information institutions should provide in a separate federal compliance section of its comprehensive PEAQ self-study report or AQIP Quality Check Up. Institutions must address the **federal requirements** in the information they submit to the Commission **before** the visit and additional supporting information on federal compliance in the Resource Room during the visit. Institutions should address these requirements with brief narrative responses and provide supporting documentation, where necessary. (Institutions participating in the Standard or Open Pathway will provide all of their information through the Assurance System.) The information requested in this document should be provided in the separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this template. The Guide identifies applicable Commission policies and an explanation of each requirement. Note that some federal requirements are related to the Commission's Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address those Criteria and Assumed Practices.

Institution under review: Rock Valley College

Assignment of Credits, Program Length, and Tuition

1. Complete the *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours* attached to this document, and submit the worksheet and the attachments listed in it.

   See worksheet and attachments.

2. Provide information about the length of the institution's degree programs and identify and justify any difference in tuition for specific programs.

   Table 1 shows the length, in credit hours, of the College's degree programs. RVC does not charge differential tuition based on program.

> **Commission Policy**
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> An institution shall be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions shall notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

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Table 1: Length of Degree Programs

Degree Program	Credit Hours
Transfer Degrees	
Associate of Arts	64
Associate in Science	64
Associate in Engineering Science	65
Associate in Arts in Teaching - Secondary Mathematics	65
Career and Technical Education (Associate in Applied Science)	
Accounting	65
Automotive Service Technology	66
Aviation Maintenance Technology	82
Building Construction Management	65
Sustainable Building Science	65
Business Administration	65
Computers and Information Systems	65
Cisco Networking	64
Data Assurance & IT Security	64
Criminal Justice	66
Dental Hygiene	81
Early Childhood Education	65
Electronic Engineering Technology	66
Fire Science	64
Fitness, Wellness & Sport	64
Graphic Arts Technology	67
Graphic Design	67
Cross Media Production	67
Human Services	66
Manufacturing Engineering Technology	65
Associate Degree Nursing	70
Office Professional Specialist	65
Respiratory Care	71
Sustainable Energy Systems	66
Web Programming & Design	64
Electrician Apprenticeship	64

Institutional Records of Student Complaints

1. Explain the process for handling student complaints.

   The Procedure for the Resolution of Student Complaints is described on page 32 of the Student Handbook. Students can initiate the process by contacting the Dean of Students in person, by email, by telephone, or with the online complaint form.

   If a student meets with the Dean of Students they are given a copy of the complaint resolution process and instructed on both the informal and formal complaint procedures. All

   Commission Policy
   An institution shall make available an account of the student complaints it has received, its processing of those complaints, and how that processing comports with the institution's policies and procedures on the handling of grievances or complaints.

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students are encouraged to first utilize the informal complaint procedure; however, this is not a requirement for utilizing the formal complaint procedure.

Students must consult with the Dean of Students before filing a formal written complaint. Written complaints are sent to the appropriate staff or faculty supervisor, who has 30 days to investigate and respond in writing to the student. If students feel the decision of the immediate supervisor is arbitrary or capricious, or they have new evidence to present, they may appeal the decision in writing within 10 days to the next level supervisor, who also has 30 days to investigate and respond.

2. Summarize the number and type of complaints and track their resolutions since the last comprehensive evaluation by the Commission.

Seventy-three complaints were reported to the Dean of Students since the last evaluation. Complaints are typically related to the manner in which a faculty member teaches, communicates, or grades. Such complaints are managed directly by the appropriate Academic Dean, and details of conversations between Academic Deans and Faculty are not shared with the Dean of Students. However, a copy of the resolution letter is filed with the Dean of Students for tracking.

Paper files have been standard practice for archiving complaints, and in some cases Academic Deans keep files separate from the Dean of Students Office. The College has recognized that the current practice is inefficient for tracking student complaints and resolutions. To address this limitation the College has started using student conduct software (i.e., Maxient) for tracking complaints. Students can now submit complaints online, and an electronic record is created and can be used to track the entire case. The College plans to move all complaints to the electronic process by end of academic year 2014.

3. Explain how the institution integrates what it has learned from the complaint process into improvements in services or in teaching and learning.

The College has some specific conflict resolution policies related to common complaints, legislative requirements, and best practices. As such, the following processes are detailed in the Student Handbook.

- Academic Appeal and Review Process (pages 17-18)
- Appeal of Capricious Final Grade (page 18)
- Compliance with Section 504 and Americans with Disabilities Act (page 35)
- Student Discipline/Conduct Appeal Process (pages 30-31)
- Sexual and Other Harassment Policy (pages 33-34)

The College recognizes the importance of a centralized tracking system for monitoring complaints. Implementation of Maxient should allow the Dean of Students Office to electronically track all written complaints and appeals by type and completion. Such records will enhance the Colleges ability to integrate what it learns from student complaints into improvements in teaching and learning or student services. The College also recognizes the importance of educating students, faculty, and staff about the complaint process.

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Publication of Transfer Policies

> **Commission Policy**
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> Each institution shall determine its own policies and procedures for accepting transfer credits, including credits from accredited and non-accredited institutions, from foreign institutions, and from institutions which grant credit for experiential learning and for non-traditional adult learner programs in conformity with any expectations in the Commission's Assumed Practices. An institution's periodic review of its transfer policies and procedures should include evaluation of their clarity to those who administer them, to the students who follow them, and to employers and other stakeholders. It should also include the consistency of their interpretation and application throughout the institution, as well as their responsiveness to new types of learning opportunities outside institutions of higher education.
>
> An institution shall demonstrate that it has transfer policies that are publicly disclosed and that such policies include a statement of criteria established by the institution regarding transfer of credit earned at another institution.

1. Demonstrate that transfer policies are disclosed in the institution's catalog, on the web site, or in other appropriate publications.

   The policies for transferring credit to RVC are published in the College Catalog (p. 13). In addition, the transcript evaluation process is outlined on the Records and Registration Office web page and referenced in the Student Handbook (p. 20). Credit can be transferred in the form of traditional coursework, acceptable test scores, prior learning experiences, and proficiency credit. Transfer of credit for prior learning/experiences is detailed in the College Catalog (p. 19).

2. Demonstrate that articulation agreements, at both the institutional level and the program level, are disclosed to students. Ensure that the disclosures clearly identify whether the institution under review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreement that it accepts; or 3) both offers and accepts credits with the institution(s) in the articulation agreement.

   As a comprehensive two-year public college providing educational access and opportunities for all residents of the district, RVC continuously develops and maintains formal articulation agreements with colleges and universities within and outside the state of Illinois to meet constituents' needs. A complete list of articulation completion agreements is available in the College Catalog (pp. 40-41).

   RVC has partnered with Northern Illinois University to establish a 2+2 engineering articulation agreement with the objective to train northern Illinois residents to fill positions as Engineering Managers, Mechanical Engineers, Electrical Engineers, Industrial Engineers, and Aerospace Engineers. The project currently is grant funded by the Employment and Training Administration. If sustained, the program should become part of the College Catalog

   RVC also participates in the Illinois Articulation Initiative (IAI), which assures the transferability of General Education and some major specific courses to more than 100 participating Illinois colleges and universities.

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3. Demonstrate that the disclosed transfer policies align with the criteria and procedures actually used by the institution in making transfer decisions.

   Students transferring credit from another institution and intending to earn a degree or certificate from RVC must submit an official transcript from the issuing institution, along with a transcript evaluation request form. Upon receipt of official transcripts and other documentation, RVC staff will evaluate the request and render a decision on the transferability of credit from other sources. Transcripts are evaluated according to the criteria listed in the College Catalog (p. 13). Transcript Evaluation Procedures have been documented and criteria are review annually to ensure that they align with disclosed policies.

Practices for Verification of Student Identity

1. Identify whether students are enrolled in distance or correspondence courses.

   RVC enrolls students in online and hybrid courses.

2. Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect student privacy.

> **Commission Policy**
> An institution offering distance education or correspondence education, as specified in the federal definitions shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

   Admissions and the Testing Center both validate student identification through a state photo ID, and many faculty members use a proctored environment to administer course exams. Students may use either RVC's Testing Center or the services of another proctored location approved by the faculty member. The learning management system (LMS) login procedure also includes identity verification.

   RVC charges a distance learning fee of $50 per class to offset the cost of reduced online course sizes and additional faculty pay for online instruction. This charge is disclosed on the tuition and fees page of the College web site.

   To protect student identity and personal information, the student development staff does not provide specific details of student records via email. All software used to store student information (e.g., Learning Management System and Elucian) is password protected. Further, daily and weekly backups of these systems are stored at a secure off-site location. Wireless data is encrypted and Virtual Local Area Networks (VLANs) are used to separate students from administrative networks.

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller.

1. General Program Responsibilities

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a. Provide information regarding the status of the institution's Title IV program; in particular, submit information about recent findings from Title IV program reviews, inspections, or audits.

> **Commission Policy**
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> An institution shall demonstrate that it complies if required with the Title IV program responsibility requirements of the Higher Education Reauthorization Act as most recently amended. Therefore, institutions will provide for Commission review any documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews, audits reports by the Office of Inspector General of the U.S. Department of Education, and any other information related to its fulfillment of its Title IV responsibilities.

According to the FY 2013 audit conducted by Sikich LLP, RVC is in compliance with the requirements of all major federal programs. It is the auditor's opinion that the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole. Some instances of noncompliance were uncovered on other matters required for reporting by the Office of Management and Budget (OMB) Circular A-133. However, these findings did not alter the auditor's opinion with regard to major federal programs. See the FY 2013 Single Audit Report for details.

b. Disclose any limitation, suspension, or termination actions that the U.S. Department of Education has undertaken and the reasons for those actions.

RVC has not had any limitation, suspension, or termination actions from the U.S. Department of Education.

c. Disclose any fines, letters of credit, or heightened monitoring arising from the Department of Education. Explain the consequences of these challenges for the institution's short- and long-term financial health.

RVC has not had any fines, letters of credit, or heightened monitoring from the Department of Education.

d. Discuss the institution's response and corrective actions to these challenges.

No corrective action has been required.

e. Provide information about findings from the A-133 portion of the institution's audited financial statements that identify any material weaknesses in the processing of financial aid.

No material weaknesses in the processing of federal awards were identified. See the FY 2013 Single Audit Report for details.

2. **Financial Responsibility Requirements.** Provide information about the Department of Education's review of the institution's composite ratios and financial audits.

Community colleges, which are considered local governments, are not required to compute composite ratios.

3. **Default Rates**

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Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012.

The institution should take steps to avoid excessive loan default rates.

a. Disclose student loan default rates as provided by the Department for the three years leading up to the visit.

Table 2 shows the three-year student loan default rates. The Department officially started reporting three-year default rates in 2012 (for the 2009 cohort). Rates for the 2011 cohort will not be available until 2014, so the College only has two years of official data to report. Trial data are reported for the 2008 cohort. Over the two years of official data, the RVC default rate increased by 1.8 percentage points. However, the rate has not exceeded the Departments threshold of 30%.

> **Commission Policy**
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> An institution shall make reasonable efforts to ensure that its students do not take on excessive debt either through federal or private loans. An institution shall also demonstrate that it is appropriately fulfilling its Title IV responsibilities to manage its student loan program, to minimize student default on such loans, and to provide accurate information to the U.S. Department of Education when required in conjunction with its loan program. Therefore, an institution will submit to the Commission information about its participation in federal and private loan programs as well as its three-year Title IV default rates and any default reduction plans provided to the U.S. Department of Education.

Table 2: Three-year Loan Default Rates

Cohort	Rate Type	Number in Default	Number Entering Repayment	Default Rate
2008	trial	81	371	21.8
2009	official	59	333	17.7
2010	official	78	399	19.5

Source: National Student Loan Data System

Table 3 shows the College's official 3-year default rates compared to national, state, and peer rates. For the two years reported, RVC's default rates are lower than the national rate for public 2-3 year colleges, Illinois community colleges, and the RVC peer group.

Table 3: RVC Default Rates Compared to National, State, and Peer Institutions

Cohort:	2009	2010
Rock Valley College	**17.7**	**19.5**
Comparison Groups		
National (Public, 2-3 years)	18.3	20.9
Illinois Community Colleges	20.2	20.3
Peer Group	21.7	24.3
Peer Institutions		
Black Hawk College	21.9	22.1
Heartland Community College	16.6	26.1
Illinois Central College	24.7	25.0
Lincoln Land Community College	19.0	25.1
Parkland College	18.1	23.1
Richland Community College	25.9	23.8
Southwestern Illinois College	24.6	24.8

Source: National Student Loan Data System

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b. If the default rates are higher for the institution than its peer institutions, if rates are rising, or if rates have exceeded Departmental thresholds or triggered a Department review, then the institution should address the actions it has taken in response and submit to the team any corrective plan filed with the Department.

When the Department of Education (DoE) transitioned from two-year to three-year default rates, the Office of Financial Aid was prepared for the three-year cohort rates to double the two-year cohort rates. In anticipation of an increase, the Financial Aid Loan Coordinator began face-to-face loan counseling for first time freshmen borrowers in the spring of 2009. Students are reminded of their rights and responsibilities of borrowing, repayment options, and the consequences of default. If students become delinquent on a loan, they receive a letter encouraging them to either contact the Office of Financial Aid or their loan holder for payment options.

In an effort to encourage RVC students not to take the maximum loan amount allowed by the DoE, RVC's Student Loan Request Application lists a 'RVC suggested maximum' loan amount based on enrollment level and year in college. If the student still wants the maximum allowed by the Federal Direct Loan Program, RVC must certify that amount.

Students who request additional loan funds after the initial loan is certified are required to complete the Direct Loan Adjustment Request Form, which requires them to log on to the National Student Loan Data Center and check the amount they have already borrowed. Students also are required to use the online Loan Repayment Calculator to estimate their monthly loan payment.

c. Submit information about the institution's participation in private loan programs and any loan services that it provides to students directly or that a related corporation provides to its students.

RVC discourages students to apply for private education loans. Students who inquire about or apply for private education loans without consulting RVC receive a letter informing them of the benefits of Federal Student Loans and encouraging them to submit a Free Application for Federal Student Aid (FAFSA). The student must complete the bottom of the letter indicating whether or not they want more information on Federal Student Loans. If the student indicates that they do not want more information, the College will certify the private loan.

4. **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and other information. Identify any findings from the Department regarding these disclosures.

The Annual Security Report is completed prior to October 1st each year and students, staff, and faculty are notified of the report's availability via a postcard mailed to their residence. The Annual Security Report also is distributed to enrolled students and current employees via the College's electronic Daily News and can be accessed anytime on the College's website. Prospective students are notified of the availability of the Annual Security Report through the credit mailer sent to all district residents before registration opens each fall and spring.

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The annual Equity in Athletics Report required by the Equity in Athletics Disclosure Act also is available on the website, viewable by all current and prospective student athletes. The report includes program participation rates and financial support data.

RVC has not had any findings from the Department related to disclosures of campus crime information or athletic participation and financial aid.

Supporting information: Provide samples of those disclosures in the Resource Room.

5. **Student Right to Know.** Title IV responsibilities require that institutions provide graduation/completion for the student body by gender, ethnicity, receipt of Pell grants, and other data as well as information about the process for withdrawing as a student, cost of attendance, refund and return of Title IV policies, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate.

Supporting information: Identify any findings from the Department regarding these disclosures. Provide samples of these disclosures in the Resource Room.

RVC Student Right to Know disclosures are posted on the College's website. All students and potential students are notified of the availability of this information through the credit mailer (p. 15) sent to all district residents before registration opens each fall and spring, the College Catalog (p. 30), and Student Handbook (p. 20). The College has not had any findings from the Department related to its Student Right to Know disclosures.

6. **Satisfactory Academic Progress and Attendance Policies.** The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution in individual student situations. (Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.)

The Satisfactory Academic Progress (SAP) Policy is readily available to students in the College Catalog (Academic Standards of Progress for Recipients of Financial Aid, p. 17). The SAP Policy also appears in the Financial Aid Handbook and must be signed annually by students receiving financial aid. According to this policy, the Financial Aid Office evaluates SAP after grades are processed each fall and spring semester. Students who do not meet the minimum standards have their aid suspended for the upcoming semester(s) and receive an email notification explaining that they are responsible for paying their tuition. Students are allowed to appeal, and those with documented qualifying circumstances are put on probation and able to receive aid for the next semester. Students who reestablish SAP by improving their GPA and completion rate receive a letter of congratulations. If they have completed a financial aid file and are eligible for aid, then their aid is reinstated. If they have not completed a financial aid file, then they are reminded to do so.

The SAP policy and procedure applies consistently to all students receiving federal and state funding, including veterans and students receiving student loans or work-study employment. In addition, the College's (SAP) policy meets requirements described in the *Federal Student Aid Handbook*.

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The College's attendance requirement is readily available in the College Catalog (p. 29) and states that "students are expected to attend every class meeting. There is no college policy permitting absences. Each faculty member will decide when and how absences affect grading."

In addition, both the College Catalog (p. 18) and Student Handbook (p. 10) include information regarding the effect of withdrawals on financial aid. Students receiving Title IV funds who withdraw from all classes or receive a combination of all withdraws and grades of F (officially or unofficially) will be subject to RVC's refund policy and the federal policy regarding the possible return of Title IV funds awarded to students. This policy states that a student may retain only the amount of aid that they have earned. It is the student's responsibility to return any aid that was not earned and pay any tuition balance resulting from the refund(s).

7. **Contractual Relationships.** Disclose contracts with third-party entities not accredited by a federally recognized accrediting agency. (The institution should have previously disclosed to the Commission all existing contracts in the 2010 and 2011 Annual Institutional Data Updates and received approval for those contracts. The Commission's substantive change policy requires that the institution notify the Commission of any new contracts for up to 25 percent of an academic program, that the institution obtain prior Commission approval before initiating any contract for 25 to 50 percent of a program, and that the Commission approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny. The institution should review the document, "*Information on Contractual and Consortial Arrangements,*" for more information.

RVC does not have any contractual relationships for its credit (degree and certificate) programs; however, the College contracts with several third-party entities to provide Continuing Education. Continuing Education consists of short-term, non-degree courses and programs intended for professional development, career advancement, and preparation for state and national certification exams. Partners include:
- Condensed Curriculum International, Inc.
- Digitellegent, Inc.
- Education to Go – A Division of Cengage Learning, Inc.
- Illinois Real Estate Bureau
- National Council on Strength and Fitness, Corporation

In addition, RVC is approved by external entities to offer Continuing Education courses and programs for educators, dietary managers, and food service employees. The College is approved by the Illinois State Board of Education (ISBE) to provide professional development leading to Continuing Education Units (CEU) and Continuing Professional Development Units (CPDU) in Human Development and Learning, Diversity, Learning Environment, Communication, Collaborative Relationships, Planning for Instruction, Instructional Delivery, Assessment, Reflection and Professional Growth, Professional Conduct, and several content areas (i.e., English Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, and Foreign Languages). RVC is approved by the Dietary Managers Association (DMA) to offer training for dietary managers in health care facilities. Upon completion of the program, graduates are eligible for membership with DMA and to sit for the related credentialing examination. RVC is approved by the Illinois Department of Public Health (IDPH) to offer initial and refresher courses leading to Food Service Sanitation Manager Certification (FSSMC).

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RVC also partners with several organizations to offer Community Education courses. Community Education consists of non-credit courses intended to help students learn a new hobby or skill, enjoy leisure and recreational activities, and otherwise benefit from personal enrichment. Partners for Community Education include, but are not limited to, Angelic Organics Learning Center, Chicago Photo Safaris, Fathead Films, Fitness Zone, No Joke Martial Arts, Rockford Art Museum, and Rockford Dance Company.

8. **Consortial Relationships.** Disclose consortial relationships with other entities accredited by a federally recognized accrediting agency. (The institution should have previously disclosed all consortial relationships to the Commission in the 2010 and 2011 Annual Institutional Data Updates. The Commission's substantive change policy requires that the institution notify the Commission of any new consortium for 25 to 50 percent of an academic program and that the institution obtains prior Commission approval for any consortium that offers 50 percent or more of an academic program. The institution should review the document, *"Information on Contractual and Consortial Arrangements,"* for more information.

The College has career education cooperative educational agreements with several Illinois community colleges so that students may enroll in occupational degree and/or certificate programs not available at the College. Students take all specialized courses at the cooperating college. Related technical and general education courses required by the cooperative programs may be taken at RVC or the community college offering the program. The cooperating college issues all degrees or certificates for successful completion of the individual program. The student pays the in-district tuition of the offering institution. Participating colleges are listed in the College Catalog (p. 88).

RVC also has individual cooperative agreements with Harper College (IL), Oakton Community College (IL), Parkland College (IL), and Blackhawk Technical College (WI). Table 4 shows the programs from which students living in the RVC district may earn credentials.

Table 4: Cooperative Agreements

School	Program	
Harper College	• Cardiac Technology • Cardiographic Technology • Culinary Arts	• Bread and Pastry Arts • Diagnostic Medical Sonography • Paralegal Studies
Oakton Community College	• Facilities Management and Engineering • Health Information Technology	• Medical Laboratory Technology • Physical Therapist Assistant
Parkland College	• Communication Technology	• Radio-TV/Video
Blackhawk Technical College	• Culinary Arts • Diagnostic Medical Sonography and Vascular • Diesel and Heavy Equipment Technician • Electric Power Distribution • Electromechanical Technician	• Horticulture/Landscape Technician • Human Resource Management • HVAC/R • Laboratory Technician Assistant • Mechanical Design Technology • Physical Therapist Assistant • Radiography

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RVC has dual credit agreements with Byron, Harlem, Pecatonica, and Stillman Valley High Schools, where RVC courses are offered in the high school setting. See Section 4.A.4 of the Self Study Report for details about faculty qualification requirements.

Required Information for Students and the Public

1. Submit course catalogs and student handbooks to the team.

   The College Catalog and Student Handbook are available on the College's web site.

2. Identify sections of the web site that include required disclosure information.

> **Commission Policy**
> An institution demonstrates that it makes available to students and the public fair, accurate and complete information in catalogs, student handbooks, and other publications that include, at a minimum, information about the institution's calendar, grading, admissions, academic program requirements, tuition and fees, and refund policy.

In addition to the College Catalog and Student Handbook, students and the public can find important information on the College's website, which includes a Student Policy Index. Table 4 indicates where students and the public can find the required disclosures listed in the Commission Policy.

Table 5: Web Site Locations of Disclosures

Information	College Catalog 2013-2014	Student Handbook 2013-2014	Web Page
Calendar	page 6	page 3	Academic Calendar
Grading	page 20	NA	Student Policy Index
Admissions	page 12	NA	Admission
Academic Program Requirements	page 31	NA	Degree & Certificate Programs
Tuition and Fees	NA	NA	Tuition and Fees
Refund Policy	page 16	page 21	Tuition and Fees

Advertising and Recruitment Materials and Other Public Information

1. Demonstrate that advertisements and recruiting materials provide accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution's accreditation status with the Commission and other accrediting agencies is clear and accurate.

> **Commission Policy**
> An institution's public information including its advertising and recruiting materials shall evidence the same fairness and accuracy the Commission expects in an institution's catalog and other documents for students.

The Marketing Department strives to produce accurate advertisements and recruiting materials. *Fast Facts* is produced from data gathered from various College departments at the end of each academic year. This information is used in various publications and advertisements. When developing trifold brochures that are used to recruit students, Marketing works closely with program directors to ensure accuracy of information. The largest mailed recruitment document, the Credit Mailer, includes text that is gathered by the Registrar and is

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closely proofread by a variety of RVC staff from different areas of the College. The Credit Mailer and Community and Continuing Education Schedules are mailed twice per year to everyone who lives in the district. Mailings are conducted in a timely manner so that current and prospective students may register for classes.

Additional recruiting materials mailed by the Department of Recruitment and Admissions, also follow a mail flow timeline that facilitates new student enrollment and registration. When prospective students first express an interest in RVC, they receive an introductory letter encouraging them to complete an enrollment form. One week later, they receive a college cost letter describing financial aid and scholarship opportunities. Three weeks after initial inquiry, prospective students receive a third letter that reminds them to visit campus and complete the enrollment form. If prospective students submit an enrollment form at any time during this inquiry phase, then they do not receive the next letter in the sequence. Instead, they receive an acceptance letter.

Advertisements and recruiting materials include various levels of detail depending on their purpose and audience. For example, billboards are designed for broad audiences, but program brochures are designed for students with a career path in mind (e.g., Aviation Maintenance Technology and Nursing). Advertisements also are translated into Spanish when appropriate, such as those published in El Tiempo Newspaper.

> **Disclosure of Affiliation Status**
>
> If the institution chooses to reference it accreditation status in advertising and recruiting materials or other document or location, that disclosure will accurately explain its status with the Commission and the academic programs, locations and other institutional activities included in its accreditation.
>
> It will accompany that reference with information on how to contact the Commission. It shall provide the Commissions address and telephone number or it may use the Commission's web address in lieu if this information. Electronic materials shall use the Commission's collective membership mark.

Clear and accurate information about the College's accreditation status with the Commission and other accrediting agencies is clearly and accurately presented on the College website and in the College Catalog (p. 3). The College's status with various accrediting bodies is verified and updated annually as part of the Accountability Key Performance Indicator (KPI) Category Report.

2. Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.

Programs. The College Catalog is the official resource for information about the College's credit programs. The online Catalog is reviewed and updated annually to reflect changes in academic policies and program requirements. Each degree and certificate program also has a webpage that can be updated on an ongoing basis. See the Associate in Science webpage for an example. Prior to registration for fall and spring semesters, each residence in the College's district receives the Credit Mailer detailing the enrollment and registration process and referring current and prospective students to the online course schedule. Community and Continuing Education course schedules also are mailed to district residents each fall and spring. This publication includes course locations, registration instructions, and references to additional information on the College website.

Locations. Details about College locations, including maps and driving directions, are available on

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the College website. In addition, specialized web pages exist for most of the College's locations, including the following:

- Stenstrom Center for Career Education
- Falcon Road Center
- North Main Street Center (Dislocated Worker Program)
- Learning and Opportunity Center

Students may search the online course schedule by location to build schedules that are convenient for them.

Policies. Policies are published in relevant publications including the College Catalog, Student Handbook, and Financial Aid Handbook. The Student Policy Index provides a centralized location for current and prospective students to review all policies that pertain to them. The Index is alphabetized and categorized by prospective and current students for easy navigation. Policies for prospective students range from Admissions to Transcript Evaluation, and policies for current students range from Academic Early Warning to Weapons Policy.

3. Provide the team with a link to the Mark of Affiliation on the institution's web site.

The Mark of Affiliation appears in the College's Accreditation web page. The Mark is hyperlinked to the College's Statement of Affiliation Status on the HLC web site.

Review of Student Outcome Data

1. Demonstrate that the institution collects information about student outcomes.

Course Completion. The Office of Institutional Research publishes course completion data each fall and spring. These reports disaggregate college-wide ABC rates and DFWI rates by division, department, discipline/program, course, full-time/part-time status, gender, age (traditional/non-traditional), race/ethnicity, first-time status, and course delivery method (i.e., face-to-face, hybrid, online). Course completion rates are available on the College's intranet for review by all administrators, faculty, and staff. Grade distributions and DWFI rates also are included in the standard program review data packets provided to instructional programs on a five-year cycle coinciding with the Illinois Community College (ICCB) Program Review schedule.

> **Commission Policy**
> An institution shall demonstrate that, wherever applicable to its programs, its consideration of outcome data in evaluating the success of its students and its programs include course completion, job placement, and licensing examination information.

Job Placement. Per ICCB, the College is required to administer the Occupational Follow-up Survey (OFUS) six months after program completion for selected Career and Technical Education (CTE) programs each year. Details about OFUS and other methods used to collect job placement information can be found in Section 4.A.6 of the Self Study Report.

Licensing Examination Information. Degree and certificate programs designed to prepare students for professional licensure collect and monitor exam pass rates. Table 6 shows exam pass rates for those programs leading to employment as licensed professionals.

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Table 6: Licensing Examination Pass Rates

Program	Licensure Exam	Pass Rates				
		FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Aviation Maintenance Technology	Aviation Maintenance Technician – General	100%	100%	NA	96%	NA
	Aviation Maintenance Technician – Airframe	100%	100%	NA	100%	NA
	Aviation Maintenance Technician - Powerplant	100%	100%	NA	95%	NA
Dental Hygiene	National Board Dental Hygiene Exam	100%	100%	100%	100%	100%
	American Dental Hygiene Licensing Exam	100%	100%	100%	100%	100%
Associate Degree Nursing	National Council Licensure Examination for Registered Nurses	90%	87%	92%	95%	95%
Practical Nursing Certificate (LPN)	National Council Licensure Examination for Practical Nurses	100%	88%	97%	100%	100%
Nursing Aide Certificate (CNA)	Nurse Aide Training Competency Evaluation	99%	97%	96%	98%	NA
Respiratory Care	National Board for Respiratory Care Written Registry Self-Assessment Exam	100%	100%	100%	100%	83%
Surgical Technology	National Board of Surgical Technology Certified Surgical Technologist Exam required for state license	64%	69%	73%	67%	93%

NA = Not available at time of publication

Community Education programs that lead to licensure or certification also track exam pass rates. Table 7 includes some examples.

Table 7: Licensing Examination Pass Rates for Community Education

Program / Course	Licensure Exam	Pass Rates				
		FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Basic Refrigeration and Air Conditioning	Environmental Protection Agency Refrigerant Handling Exam	99%	95%	100%	100%	96%
Food Service	Food Service Sanitation Certification	NA	NA	81%	71%	71%
EMT Training[*]	National Emergency Medical Technician Exam	NA	NA	NA	NA	92%

[*] EMT pass rates include students enrolled through Community Education and the Fire Science programs.

2. Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.

Course completion reports are regularly used by administrators to identify courses with DFWI rates greater than 30%. Faculty members are expected to identify potential reasons for low course success rates and develop solutions. The Dean of Mathematics, for example, is aware that MTH 220 (Elements of Statistics) has a high DFWI rate. He, along with faculty teaching Developmental Mathematics, has asked Institutional Research to assist with a study of the developmental pathways to MTH 220. One purpose of this study is to determine which developmental pre-requisites adequately prepare students for statistics.

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Job placement data are included in the standard program review data packet for CTE programs. The College has integrated the OFUS data into the planning process by designing an OFUS administration schedule that prepares programs for ICCB Program Review. Specifically, CTE programs are reviewed the year following their required OFUS. Review of OFUS data during Program Review facilitates examination of program need as well as quality.

Licensing exam pass rates also are used to verify and improve program effectiveness. Most programs have pass rates at or near 100%, but detailed analysis of results still contributes to continuous improvement. For example, faculty members in the Dental Hygiene program drill down into category reports to discover any important weaknesses. For example, NBDHE results from 2007 identified knowledge of preventive agents as a weakness. As a result, an additional credit hour and lab was added to Dental Hygiene Theory I to allow students to apply knowledge. Also, quizzes were added to Preventive Dental Hygiene to encourage students to keep up with material.

The three Nursing programs also monitor pass rates closely to assess program quality. The Nursing Division receives NCLEX pass rates and conducts curriculum-focused planning meetings on a quarterly basis. Student outcomes are analyzed on an ongoing basis using the Assessment Technologies Institute's (ATI) standardized assessment program. Specific ATI content tests and a terminal test (ATI Comprehensive Predictor) inform course and program assessment and help students monitor their progress throughout the program. Pass rates for the NCLEX-RN has improved to 95% and pass rates for the NCLEX-PN have been maintained at 100% using the ATI assessment standardized assessment program.

Standing with State and Other Accrediting Agencies

1. Disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.

   Supporting information: Provide the team in the Resource Room with the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency.

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> **Commission Policy**
>
> An institution has a responsibility to remain in good standing with each state in which it is authorized or licensed as well as with any other institutional or programmatic accrediting agency recognized by the U.S. Department of Education by which it is accredited or pre-accredited up to the point that it voluntarily withdraws from such relationships. An institution shall fairly represent to the Commission and to the public its history or current or previous status with other institutional or programmatic accrediting bodies and with each state in which it is authorized or licensed.
>
> An institution shall disclose to the Commission any pending or final state actions that affects the institution's legal status or authority to grant degrees or offer programs and any pending or final actions by an accrediting agency to withdraw accredited or pre-accredited status, impose a sanction or deny an application for such status. Such disclosure shall take place at the time of the action by the other entity and on the Commission's Institutional Update as well as in preparation for a comprehensive evaluation by the Commission.

All programs with specialized accreditation are in good standing with their respective accrediting agencies. Table 8 identifies the programs with specialized accreditation and links to the most recent comprehensive reports. Table 2 in the Introduction to the accompanying Self-study Report summarizes the status and review cycles for these programs.

Table 8: Programs with Specialized Accreditation

Accrediting Body	RVC Programs
Accreditation Review Committee on Education in Surgical Technology	Surgical Technology
American Welding Society	Welding Technology
Commission on Dental Accreditation	Dental Hygiene
Commission on Accreditation for Respiratory Care	Respiratory Care
Federal Aviation Administration	Aviation Technology
Bureau of Apprenticeship Training (USDOL/ETA/OATELS-BAT)	Electrician Apprenticeship
	Ironworkers Apprenticeship
	Sheet Metal Workers Apprenticeship
Illinois Department of Financial and Professional Regulation, Board of Nursing	Associate Degree in Nursing
	LPN Bridge Program
	LPN Program
Illinois Department of Public Health	Nursing Assistant (C.N.A.)
National Automotive Technicians Education Foundation	Automotive Technology
Automotive Service Excellence	Automotive Technology
Office of the State Fire Marshall	Fire Science
Accrediting Council for Collegiate Graphic Communications	Graphic Arts

RVC is recognized by the Illinois Board of Higher Education and the Illinois Community College Board (ICCB). The most recent ICCB Recognition Report was submitted and approved in 2012. Recognition was continued for five years.

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Public Notification of Opportunity to Comment

A public notification regarding opportunity to comment was prominently linked to the RVC homepage through a Public Comment button and through the Accreditation Featured Link so that the information could be accessed by all constituencies (students, parents, alumni, taxpayers, donors, community groups, and local business, Figure 1). The opportunity for public comment was shared at the Foundation Board meeting, RVC Board of Trustee meetings and study sessions, faculty/staff development day, and with various campus groups (e.g., HLC Steering Committee and Assessment Committee).

Commission Policy
The Commission shall seek comment from third parties about institutions being evaluated for accreditation or candidacy. As part of the comprehensive evaluation, institutions shall publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination, and timing.

Figure 1: Notification of Opportunity to Comment

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RockValleyCollege
Rockford, Illinois

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Rock Valley College › About › Public Comment on RVC

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Public Comment on RVC

Rock Valley College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will host a visit March 31 – April 2, 2014, with a team representing the Higher Learning Commission of the North Central Association. Rock Valley College has been accredited by the Commission since 1971. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the college:

Public Comment on Rock Valley College
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

The public may also submit comments on the Commission's Web site.

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing.

All comments must be received by February 24, 2014

Rock Valley College
3301 North Mulford Road, Rockford, IL 61114
ph: (815) 921-7821   toll free: (800) 973-7821

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Worksheet for Use by Institutions
on Assignment of Credit Hours and on Clock Hours

Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

Name of Institution: Rock Valley College

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts[*]
Semester / Trimester Calendar	Standard Format: 14-17 week term	16	1
	Compressed Formats: 4, 8 or other week terms within the semester calendar	3, 5, 6, 7, 8, 10, 12, and 13	13
	Summer Term	3, 4, 8	4
Quarter Calendar	Standard Format: 10-12 week term	NA	NA
	Compressed Formats: 2, 5, or other week terms within the quarter calendar	NA	NA
	Summer Term	NA	NA

[*] The number of starts was determined by counting the number of weeks in the Fall 2013 academic calendar during which one or more courses met for the first time.

Non-Standard Terms (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

Rock Valley College does not typically schedule courses in non-standard terms. Dual credit courses offered in district high schools create an occasional exception. For example, during Fall 2013, three ENG-101 (Composition I) sections and one MTH-220 (Elements of Statistics) section followed a high school calendar beginning August 12th and ending December 20th (lasting 19 weeks). The 2013-2014 academic year also includes a dual credit section of FRE-223 (Emergency Medical Technician) section that overlaps two semesters.

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Part Two. Format of Courses and Number of Credits Awarded

Data reported in Part Two characterize courses offered during Fall 2013 that support the College's certificate and degree programs. A variety of instructional formats are represented including face-to-face (i.e., lecture/discussion, clinical, lab, and apprenticeship), mixed face-to-face (i.e., hybrid), distance education, independent/directed study, and internships/practica (includes field experience). Meeting schedules for independent study vary and often are not documented in the College's database, so the number of meetings was based on those courses for which this number is documented in the database or pre-defined by the College Catalog (e.g., private music lessons). Meeting length is reported as 50 minute hours rounded to the nearest half hour for all types of courses. Tables are provided for each term length occurring in Fall 2013 (3, 5, 6, 7, 8, 10, 12, 13, and 16 weeks).

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Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Term and Length: Fall 2013, 16 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
1 Credit	# of courses	37	1	0	2	9
	# of meetings	15 - 45	30	0	15	0 - 15
	Meeting length	0.5 - 3.0	1.0	NA	0.5	1.0 - 2.5
2 Credits	# of courses	29	0	0	3	5
	# of meetings	15 - 45	NA	NA	15	0 - 15
	Meeting length	1.0 - 3.5	NA	NA	1.0	1.0
3 Credits	# of courses	215	11	30	5	8
	# of meetings	15 - 30	15	0	15	0 - 15
	Meeting length	1.5 - 10.0	1.5 - 3.5	NA	2.0	1.0
4 Credits	# of courses	56	5	3	1	2
	# of meetings	15 - 60	15	0 - 17	NA	0 - 15
	Meeting length	1.0 - 5.0	3.0 - 3.5	1.0	NA	1.0
5 Credits	# of courses	10	0	1	0	0
	# of meetings	30 - 75	NA	0	NA	NA
	Meeting length	1.0 - 4.5	NA	NA	NA	NA
6 Credits[1]	# of courses	4	0	1	1	0
	# of meetings	30 - 60	NA	0	0	NA
	Meeting length	1.5 - 10.0	NA	NA	NA	NA
7 Credits	# of courses	2	0	0	0	0
	# of meetings	30 - 60	NA	NA	NA	NA
	Meeting length	0.5 - 6.0	NA	NA	NA	NA
9 Credits	# of courses	1	0	0	0	0
	# of meetings	30	NA	NA	NA	NA
	Meeting length	5.0	NA	NA	NA	NA

[1] Courses with six or more credits awarded are described in Table 9 along with the reasoning behind the credit allocation.

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Term and Length: Fall 2013, 13 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
1 Credit	# of courses				1	1
	# of meetings				NA	0
	Meeting length				NA	NA
4 Credits	# of courses	6				
	# of meetings	13 - 25				
	Meeting length	4.0 - 10.0				

Term and Length: Fall 2013, 12 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
2 Credits	# of courses	1				
	# of meetings	12				
	Meeting length	2.5				
3 Credits	# of courses	5		1		
	# of meetings	11 - 23		0		
	Meeting length	2.0 - 4.0		NA		

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Term and Length: Fall 2013, 10 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
1 Credit	# of courses	1				
	# of meetings	10				
	Meeting length	1.5				
2 Credits	# of courses	1		1		
	# of meetings	21		0		
	Meeting length	1.5		NA		

Term and Length: Fall 2013, 8 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
1 Credit	# of courses	5				
	# of meetings	7 - 15				
	Meeting length	1.0 - 3.0				
2 Credits	# of courses	10		4		1
	# of meetings	15 - 30		0		0
	Meeting length	1.0 - 10.0		NA		NA
3 Credits	# of courses	26	5	4		
	# of meetings	8 - 38	7 - 8	0		
	Meeting length	1.5 - 7.0	3.5 - 5.0	NA		
4 Credits	# of courses	1	9			
	# of meetings	23	7 - 8			
	Meeting length	2.0 - 10.0	5.0			
5 Credits	# of courses	7		1		
	# of meetings	15 - 31		0		
	Meeting length	2.5 - 9.0		NA		
7 Credits[1]	# of courses	1				
	# of meetings	37 - 38				
	Meeting length	4.5				

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Term and Length: Fall 2013, 7 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
1 Credit	# of courses				1	
1 Credit	# of meetings				7	
1 Credit	Meeting length				1.5	
3 Credits	# of courses	2		1		
3 Credits	# of meetings	26 - 32		0		
3 Credits	Meeting length	1.5		NA		

Term and Length: Fall 2013, 6 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
1 Credit	# of courses	1		1		
1 Credit	# of meetings	6		0		
1 Credit	Meeting length	2.5 – 3.0		NA		

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Term and Length: Fall 2013, 5 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
1 Credit	# of courses	2		1		
	# of meetings	10		0		
	Meeting length	1.5 – 3.0		NA		

Term and Length: Fall 2013, 3 weeks

# Credits Awarded	Instructional Time	FTF Courses	Mixed FTF Courses	Distance Courses	Independent/ Directed Study Courses	Internship/ Practica Courses
3 Credits	# of courses	2				
	# of meetings	5				
	Meeting length	9				

Meeting length reported in 50-minute hours, rounded to the nearest half hour.

Table 9 shows those courses for which students earn six or more credits including the reasoning behind the assignment of credit hours.

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Table 9: Courses with Six or More Credits (Fall 2013)

Credits	Course	Title	Description	Reason for Credits
6	ATM-140	Engine Diagnosis and Repair	The Engine Diagnosis and Repair course provides basic information on gasoline engine theory, construction, systems, and diagnosis. This information will be applied to mechanical testing and repair procedures for the entire engine. The school provides late model engines for disassembly and reassembly.	This course combines lecture and lab components.
6	AVM-162	Basic Powerplants	The Basic Powerplants course is a study of each engine part in theoretical and practical detail. Students will disassemble an aircraft engine and determine dimensional compliance with overhaul specifications while using precision instruments and gauges. The engine will be reassembled to operational standards. Students will be supervised in the operation of assorted types of reciprocating engines early in the course for orientation purposes.	This course combines lecture and lab components.
6	GAT-168	Graphic Arts Technology Internship	Graphic Arts Technology Internship requires a supervised experience in a graphic arts production facility using a cooperative training plan agreed to by the instructor, participating firm, and student. The student must submit an application to the instructor prior to mid-term of the previous semester and requires consent of the instructor or division director. Variable and repeatable credit may be earned up to six hours.	Students earn variable credit commensurate with the number of hours worked.
6	MTH-096A	Mathematical Literacy for College Students	Mathematical Literacy for College Students is a one-semester course for non-math and non-science majors integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Throughout the course, college success content will be integrated with mathematical topics. Credit earned does not count toward any degree, nor does it transfer.	MTH-096A is an accelerated developmental pathway that can replace two semesters of developmental math modules.

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Table 10: Courses with Six or More Credits (Fall 2013) *(cont.)*

6	MTH-096S	Combined Beginning and Intermediate Algebra	Combined Beginning and Intermediate Algebra is a one-semester course covering both beginning and intermediate algebra. The topics included are real number operations and properties, linear equations and inequalities, graphing, functions, polynomials, factoring, rational expressions, systems of equations, radical expressions, and quadratic equations. Credit earned does not count toward any degree, nor does it transfer.	MTH-096S is an accelerated developmental pathway that can replace two semesters of developmental math modules.
6	SRG-102	Surgical Technology II - Principles and Practice	Surgical Technology II – Principles and Practice introduces the student to the healthcare environment and the role of the surgical technologist. Basic patient care concepts and principles for developing competencies required to assist in surgery are examined. Emphasis is placed on basic surgical procedures, which includes the preoperative, intraoperative and postoperative phases commonly performed in the operating room setting. Selected clinical experiences provided concurrently for eight weeks, during this 16-week course.	This course combines lecture and clinical components.
7	NAD-101	Nursing Aide	Nursing Aide provides an introduction to the principles of patient care. Emphasis is placed on communication and technical skills necessary to function as an important member of the nursing team. Students are given opportunities to develop nursing assistant skills in a variety of laboratory and clinical settings. (Approved by the Illinois Department of Public Health.)	This course combines lecture, lab, and clinical components.
7	PNU-103	Practical Nursing: Fundamentals	Practical Nursing: Fundamentals introduces nursing principles, techniques, and interventions and focuses on the use of the nursing process to meet the needs of clients utilizing a holistic care centered approach. Therapeutic communication skills are integrated throughout the course. The clinical nursing laboratory and selected clinical experiences in community settings are provided concurrently.	This course combines lecture, lab, and clinical components.
9	FRE-223	Emergency Medical Technician	Emergency Medical Technician course covers emergency care, handling, and extrication of the critically ill and injured. Topics covered include control of hemorrhage, treatment of shock, fractures, soft tissue injuries, burn victims, poisoning, emergency childbirth, packing and transportation of the sick and injured.	This course includes practical experience and culminates in a certificate.

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Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution's offerings, it should be reported on with brief information.)

The only Fall 2013 courses not included in the tables above are the dual credit courses occurring within high schools. These courses were described in Part One under Non-standard Terms, because instruction follows the high school calendar. Students in these courses are expected to meet the same course objectives as students taking classes on RVC campuses.

RVC occasionally offers courses that include travel. For example, the Spring 2015 offering of HUM 120: Latin American Cultural Expressions includes a cultural tour of Chili. HUM 120 is an interdisciplinary course that covers a variety of topics including geography, history, art, literature, music and food. The Spring 2015 class consists of one mandatory orientation meeting, three class periods, and a trip to Chile over spring break.

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

    ✓ Yes*   ____ No

See Policy #286: Contact Hours/Clock Hours and Board Report #7066: Course Credit Hour Determination.

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

    ✓ Institution-wide   ____ Delivery format specific

    ____ Department-specific   ____ Program specific

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

The FY2013 A1 (Annual Student Enrollment and Completion) submission to the Illinois Community College Board (ICCB) was used to examine credit hour generation. Most part-time students take 3, 6, or

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9 credits suggesting that they are taking 1, 2, or 3 three-credit courses. Most (approximately 85-90%) of full-time students enroll in 12 to 16 credits.

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

In Fall 2012, 185 students earned more than 16 credit hours. In Spring 2013, 234 students earned more than 16 credit hours.

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Part Five: Clock Hours

IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is <u>not</u> intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should <u>not</u> complete this worksheet.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

    <u> ✓ </u> Yes   <u>   </u> No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials

The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format.
  - Policy #286: Contact Hours/Clock Hours
  - Board Report #7066: Course Credit Hour Determination

- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments.

  Rock Valley College Catalog (2013-2014)

- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog.

  Rock Valley College Catalog (2013-2014)

  Courses in Table 10 were offered in eight-week sessions during Fall 2013, but they do not appear in the Catalog. The program to which these courses belong (Nursing Hybrid Online A.A.S. Degree) has been withdrawn, so courses are only offered for students needing to complete the program.

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<u>Table 11</u>: Fall 2013 Hybrid Nursing Courses (8 week sessions)

Course	Title	Description
NUR-280	Family Health Nursing	Family Health Nursing introduces application of the nursing process to assist all family members to reach optimal levels of wellness. Content ranges from prenatal care through childbirth to care of the child through adolescence. Alterations in health are included.
NUR-281	Family Health Nursing Clinical	Family Health Nursing Clinical introduces application of the nursing process with families both in wellness and alterations in health. Select clinical experiences will be arranged which may include clinics and acute care settings.
NUR-282	Medical/Surgical Nursing II	Medical/Surgical Nursing II builds on previous content, with an emphasis on applying the nursing process to multicultural clients with medical and/or surgical conditions. Topics include assessment and interventions for clients with cardiac, hematologic, nervous, musculoskeletal and gastrointestinal problems.
NUR-283	Medical/Surgical Nursing II Clinical	Family Health Nursing Clinical introduces application of the nursing process with families both in wellness and alterations in health. Select clinical experiences will be arranged which may include clinics and acute care settings.

- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.
    - [Spring 2013 Credit Schedule](#)
    - [Fall 2013 Credit Schedule](#)

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Appendix B: Clock Hour Worksheet

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)
1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

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Name of Institution: Rock Valley College

Identify the academic programs that are reportable in clock hours based on the information above. (The institution may attach a separate list.)
The following programs are reported to the U.S. Department of Education in clock hours for Title IV purposes:

- Media Production Specialist
- Electronics Certificate
- Basic Quality Certificate
- Structural Drawing (inactive since 2011, but students who started can finish within 7 years)
- Sheet Metal Apprenticeship
- Welding
- Surgical Technology
- Substance Abuse Counseling
- Practical Nursing
- Construction Management Certificate

Explain the institution's credit to clock hour conversion policy. If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

Policy #286, Contact hours / Clock hours, describes the assignment of credit hours and clock hours. The policy is consistent with standards set by the Illinois Community College Board (ICCB). Board Report #7066, approved December 2013, directs Academic Affairs, under the direction of the Provost/Chief Academic Officer, to develop a credit hour definition that is consistent with federal regulation (34 CFR 600.2) and ICCB Administrative Rules Section 1501.309, as well as the related implementation process. Review of course credit hour determination will include clarification of the credit to clock hour conversion procedure.

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